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UNITED STATES GOVERNMENT

memorandum

DATE: 13 January 1986

REPLY TO
ATTN OF: DT-S

SUBJECT: SUN STREAK 1985 Annual Training Report (U)

TO: DT (Dr. Vorona)

1. (S/SK/WNINTEL) The mission of the SUN STREAK Prototype Operational Group (POG) is to undertake operational intelligence applications using an aspect of psychoenergetics known as remote viewing (RV). An integral part of that mission is to train personnel in RV. With the completion of SRI-International RV training in December 1984, and the absence of a continuing external training program, this RV training became the responsibility of the POG. That in-house training began in January 1985.

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2. (S/SK/WNINTEL) A portion of the POG RV training is modeled after the SRI-International subcontractor (Ingo Swann) RV training program. [] is responsible for the development and implementation of the in-house program. Attached is his training report for CY 1985. This is a follow-up to the three quarterly training reports submitted during the calendar year.

3. (S/SK/WNINTEL) As is mentioned in paragraph 3a of the Annual Training Report, the RV training program slowed somewhat during the last quarter due to manpower constraints and low morale. This is basically a continuation of the problem I identified in my cover letter for the third quarter training report. The Remote Viewer does not work in a vacuum. The uncertainties associated with the interim status of the project pending the approval of the budget had a negative effect on the

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quality and quantity of the training sessions. This was exacerbated by our failure to obtain a second interviewer [] during the October/November time frame. I estimate that these two problems cost us three months of training time during CY 1985. Now that the FY 86 Budget has been approved and [] has orders in hand to report on 31 January 1986 I hope the situation will improve.

4. (U) Your attention is directed to paragraph 3a of the Annual Training Report. This paragraph defines very clearly and simply the criteria used for evaluating a training session.

5. (S/SK/WNINTEL) Another major effort of the training section during 1985, which is not documented in the training report and which continues to date, is the full documentation of the SRI - International subcontracted training program. When completed, this will be a lengthy, highly detailed account of the two year contractual training effort of this office. This document will prove to be extremely useful in training personnel in the future even after presently assigned personnel have left the unit.

6. (U) The next formal training report will be prepared in April 1986. In the meantime I will keep you informed verbally on training developments.

1 Encl
Training Report

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CF: DT 5A []

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ANNUAL TRAINING REPORT

1985

1. (S/SK/WNINTEL) BACKGROUND: (U)

a. (S/SK/WNINTEL) In December 1984 training of three source personnel by an SRI - International (SRI-I) subcontractor was brought to an end upon completion of the training contract. During the CY 1985, training of these personnel continued using an in-house program modeled after the SRI-I subcontracted training procedure. This procedure was developed by the subcontractor to satisfy R&D demands on SRI-I to enhance the reliability (scientific replicability) of remote viewing (RV). The subcontractor's approach to improving the reliability of RV was to focus on the control of those factors that in his view tend to introduce "noise" into the RV product (imaginative, environmental, and interviewer overlays). The basic components of this training procedure consist of:

(1) Repeated site-address (coordinate) presentation, with quick-reaction response by the remote viewer; coupled with a restrictive format for reporting perceived information (to minimize imaginative overlays).

(2) The use of a specially-designed, acoustic-tiled, relatively featureless, homogeneously-colored "viewing chamber" (to minimize environmental overlays).

(3) The adoption of a strictly-prescribed, limited interviewer patter (to minimize interviewer overlays).

This training procedure requires that the trainee learn a progressive multi-stage acquisition process postulated to correspond to increased contact with the site. Prior to

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December 1984 three source trainees were schooled in the first three "stages" of the training. At this point they were able to remote view and describe "stage one" sites (islands, mountains, deserts, etc.), "stage two" sites (sites of quality sensory value--sites which are uniquely describable through touch, taste, sound, color, or odor--such as glaciers, volcanoes, industrial plants, etc.), and "stage three" sites (sites possessing significant dimensional characteristics such as buildings, bridges, airfields, etc.). It is this procedure which, as a result of technology transfer (SRI-I to this office), was modeled and administered during 1985. The three personnel schooled by the SRI-I subcontractor have continued this multi-stage acquisition process through "stage four" and "stage five" and into "stage six." Stage four training was completed during the first quarter of 1985, stage five training was the principle effort through the second and third quarters of 1985, and stage six training began in September 1985. The reader is invited to review the training reports for the first, second, and third quarters of 1985 for details of that training.

b. (S/SK/WNINTEL) In spring 1984 an individual was assigned to this office with the intent of exposing him to the SRI-I subcontracted training program. In-house orientation to psychoenergetics lasted through the summer of 1984 and the individual was ready for the external subcontracted training program by the fall. However, attempts to carry this effort forward were thwarted by an overall program reorganization and by congressional funding restrictions. For this reason, an introduction to the model program was given to this individual in the fall of 1984 and formal in-house training was initiated in the first quarter of 1985 with his joining the program outlined above. During the first quarter of 1985 training for the fourth source was limited to stages one and two until mid March 1985, when he was introduced to the concepts of stage three. During the second quarter of 1985 the number of stage three sites to which the source was exposed was increased while maintaining practice in stage one and two sites. Stage three training continued through the third quarter of 1985. The reader is again invited to review the training reports for the first, second, and third quarters of 1985 for details of that training.

2. (S/SK/WNINTEL) GENERAL: As stated previously, this training procedure requires that the trainee learn a progressive multi-stage acquisition process postulated to correspond to increased contact with the site. In "stage four" the source trainee begins to form qualitative mental percepts (technical area, military feeling, research, etc.) of the site. In "stage five" the source trainee learns to "interrogate" these qualitative mental percepts in an attempt to produce analytical target descriptions (aircraft tracking radar, biomedical research facility, tank production plant, etc.). "Stage six" involves the viewer in direct, three-dimensional assessment and modeling of the

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site and/or the relationship of site elements to one another (airplanes inside one of three camouflaged hangars or a military compound with a command building, barracks, motor pool, and underground weapons storage area). As stage six is engaged, an assessment of relative temporal and spatial dimensional elements along with further qualitative elements evolve into the consciousness of the trainee.

3. (S/SK/WNINTEL) 1985 TRAINING STATISTICS: (U)

a. (S/SK/WNINTEL) The following chart depicts distribution of the 224 remote viewing training exercises conducted by the source trainees (viewers) during 1985. At Appendix A is an explanation of Class A, B, and C training.

STAGE	TOTAL SITES		CLASS A		CLASS B		CLASS C	
	#	%+	#	%+	#	%+	#	%+
1	007	100.0%	-	%	001	100.0%	006	100.0%
2	020	050.0%	-	%	005	020.0%	015	060.0%
3	040	067.5%	008	012.5%	007	042.8%	025	092.0%
4	071	060.5%	007	000.0%	034	050.0%	030	086.6%
5	064	057.8%	023	043.4%	038	071.0%	003	000.0%
6	022	077.2%	-	%	020	085.0%	002	000.0%
TOTAL:	224	062.9%	038	028.9%	105	062.8%	081	079.0%

The %+ scores noted indicate the percentages of times source trainees were able to demonstrate expertise (report appropriate site relevant information) within their "stage" of training. These percentages reflect subjective expectations and are not based on any linear analysis of a prescribed set of criteria. By way of example, if a source is in stage three of training the source would be expected to describe relevant dimensional characteristics concerning the designated site. If the source trainee does this the exercise is scored as a "+" but if the source fails to detect and decode the appropriate stage relevant information (dimensional information in this case) the exercise is scored as a "-" even if the site is otherwise accurately described.

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b. (S/SK/WNINTEL) The following chart details the remote viewing training exercises conducted by trainee source #101 during 1985. Source #101 is a particularly well disciplined source. This discipline enables #101 to separate incorrect impressions (AOL) from actual site data more reliably than his peers.

STAGE	TOTAL SITES		CLASS A		CLASS B		CLASS C	
	#	%+	#	%+	#	%+	#	%+
1	-	%	-	%	-	%	-	%
2	-	%	-	%	-	%	-	%
3	002	000.0%	001	000.0%	001	000.0%	-	%
4	022	068.1%	002	000.0%	019	073.6%	001	100.0%
5	019	057.8%	008	062.5%	010	060.0%	001	000.0%
6	008	075.0%	-	%	008	075.0%	-	%
TOTAL:	051	062.7%	011	045.4%	038	068.4%	002	050.0%

c. (S/SK/WNINTEL) The following chart details the remote viewing training exercises conducted by trainee source #21 during 1985. Source #21's versatility will prove a most valuable asset. #21 consistently provides information about sites as if from a perspective different than the other sources. This ability, when applied to operational problems, will enhance the unit's collection capability.

STAGE	TOTAL SITES		CLASS A		CLASS B		CLASS C	
	#	%+	#	%+	#	%+	#	%+
1	-	%	-	%	-	%	-	%
2	002	000.0%	-	%	002	000.0%	-	%
3	004	000.0%	003	000.0%	001	000.0%	-	%
4	020	050.0%	002	000.0%	009	033.3%	009	077.7%
5	019	063.1%	006	033.3%	012	083.3%	001	000.0%
6	005	040.0%	-	%	003	066.6%	002	000.0%
TOTAL:	050	048.0%	011	018.1%	027	055.5%	012	058.3%

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d. (S/SK/WNINTEL) The following chart details the training exercises conducted by trainee source #18 during 1985. Source #18, the junior trainee, was taken into stage four training rapidly in an attempt to accelerate the training program. This rapid progression adversely affected #18's lower stage abilities and when this happened #18 lost confidence and became confused. At this point a remedial program was implemented to retrain the lower stages. Source #18 has now successfully completed stage three with a very high confidence level and will now be able to tackle stage four training.

STAGE	TOTAL SITES		CLASS A		CLASS B		CLASS C	
	#	%+	#	%+	#	%+	#	%+
1	007	100.0%	-	%	001	100.0%	006	100.0%
2	015	053.3%	-	%	001	000.0%	014	057.1%
3	030	086.6%	-	%	005	060.0%	025	092.0%
4	008	100.0%	-	%	-	%	008	100.0%
5	-	%	-	%	-	%	-	%
6	-	%	-	%	-	%	-	%
TOTAL:	060	081.6%	-	%	007	057.1%	053	084.9%

e. (S/SK/WNINTEL) The following chart details the training exercises conducted by trainee source #03 during 1985. Although source #03's performance is somewhat sporadic, #03's true potential is evidenced by an exceptionally high stage six score.

STAGE	TOTAL SITES		CLASS A		CLASS B		CLASS C	
	#	%+	#	%+	#	%+	#	%+
1	-	%	-	%	-	%	-	%
2	003	066.6%	-	%	002	050.0%	001	100.0%
3	004	025.0%	004	025.0%	-	%	-	%
4	021	047.6%	003	000.0%	006	000.0%	012	083.3%
5	026	053.8%	009	033.3%	016	068.7%	001	000.0%
6	009	100.0%	-	%	009	100.0%	-	%
TOTAL:	063	057.1%	016	025.0%	033	063.6%	014	078.5%

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4. (S/SK/WNINTEL) COMMENTS: (U)

a. (S/SK/WNINTEL) If one measures the progress of the training by the overall quality of the RV product one must first have a scale for measuring RV quality. This in turn assumes that some optimum or ideal quality standard for RV is known. The R&D community has not yet determined such a standard. Training progress herein is, therefore, measured on the basis of achieving a level of expertise within the parameters set forth by the aforementioned modeled SRI-I subcontracted training procedure.

b. (S/SK/WNINTEL) Measurement of the trainee sources' progress by the above method does not reflect their readiness for intelligence collection operations. The SRI-I subcontracted training procedure, as stated previously, was developed by the subcontractor to enhance the reliability (scientific replicability) of RV, not to refine or develop RV resolution to a point of operational usability within the intelligence community. The SRI-I subcontracted training described above, or a program modeled thereafter, is alone insufficient to prepare sources for operational intelligence collection. Once the source trainees have attained the highest skill level (stage six) they must be presented with operational intelligence collection problems to challenge and thereby hone their abilities to an operational point.

4. (S/SK/WNINTEL) PLANS: Training progress slowed somewhat during the fourth quarter of 1985 due to manpower constraints and low morale. The first quarter of 1986 should see the completion of stage six training for the three advanced trainees and the completion of stage four training for the junior trainee. Full implementation of the Utility Assessment program should be accomplished by the second quarter of 1986.

The association of the undersigned with the intelligence community is classified CONFIDENTIAL.



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APPENDIX A

TRAINING REPORT

SUBJECT: Classes of Training (U)

1. (S/SK/WNINTEL) There are three classes of Remote Viewing (RV) training used in that portion of the in-house training which was modeled after the SRI-I subcontractor program. These classes deal with feedback requirements during the RV session, control of interviewer patten, trainee skill development, and motivation. These three classes (A, B, and C) are discussed below.*

2. (S/SK/WNINTEL) CLASS C: The majority of the training sessions for novice trainees are Class C. During this phase, the source trainee must learn to differentiate between emerging site relevant perceptions and imaginative overlay. To assist the trainee in this learning, immediate feedback is provided during the session. The interviewer is provided with a feedback package which may contain a map, photographs, and/or a narrative description of the site. During Class C sessions the interviewer provides the trainee with immediate feedback for each element of data he provides, with the exception that negative feedback is not given. Should the trainee state an element of information that appears incorrect, the interviewer remains silent. Feedback, in order to prevent inadvertent cuing (interviewer overlay), is in the form of very specific statements made by the interviewer. These statements and their definitions are as follows:

Correct (C) This indicates that the information is correct in context with the site location, but is not sufficient to end the session.

*NOTE: The use herein of the terms Class A, B, or C differs from the definition applied and published by SRI-I for Class A, B, or C Coordinate Remote Viewing (CRV).

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Probably Correct (PC) This statement means that the interviewer, having limited information about the site, though he cannot be absolutely sure, believes that the information provided is correct.

Near (N) This indicates that the information provided is not an element of the specific site, but is correct for the immediate surrounding area.

Can't Feedback (CFB) This statement indicates that, due to limited information about the site, the interviewer cannot make a judgment as to the correctness of the data. It means neither correct nor incorrect.

Site (S) This indicates the site has been correctly named for the specific stage being trained (manmade structure for Stage I, bridge for Stage III, etc.). "Site" indicates that the session is completed.

During the session the trainee writes the abbreviation (see above) of the feedback next to the data. This allows the trainee to review the correct elements and produce a summary which describes the site. The training session continues until the interviewer responds with the feedback of Site.

3. (S/SK/WNINTEL) CLASS B: Once a trainee begins to demonstrate his ability to reliably distinguish imaginative overlay and report site relevant data elements, feedback is withdrawn. In Class B training sessions the interviewer knows what site he desires the trainee to describe but does not provide the trainee with any direct feedback during the course of the session. This process develops the trainee's ability to internalize his awareness of relevant (correct) versus extraneous (incorrect) cognitive structures (mental perceptions). During Class B sessions the interviewer may ask the trainee to elaborate on specific elements of data provided, thereby guiding the trainee to describe specific areas of the site. The interviewer is only permitted to ask the trainee to elaborate on specific elements already reported by the trainee. The interviewer may not introduce new elements into the session (cue the source) in an attempt to encourage the trainee to properly describe the site. Class B sessions are especially helpful in developing refined skills in the trainee. For example, when the interviewer knows that a particular site area within a site may be of interest (i.e., a specific room in a building), he can guide the trainee's attention to that area by asking the trainee to elaborate on specific elements of data which the interviewer knows to pertain to the area of interest. With practice in Class B, the trainee soon learns to control his own perceptual faculties, a necessary step for further training and operational intelligence collection.

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4. (S/SK/WNINTEL) CLASS A: Class A training is similar to what the R&D community refers to as a "double blind" experiment. The purposes for Class A training and for R&D double blind experiments differ however. The R&D community uses double blind experimental protocols to test a variable under controlled conditions. Class A training is not a test for the trainee, but a process whereby the source learns to function with the interviewer in a team effort to acquire and describe information concerning a site of interest. In Class A the interviewer is provided very little or no information concerning the site and the trainee is provided no feedback during the session. Rather than trying to please the interviewer with his descriptions, the trainee is motivated to work with the interviewer in producing valid information about the site of interest. This motivational difference is critical in forcing the trainee to use his RV ability to acquire and describe site dependent information as opposed to interviewer dependent telepathic data (in an attempt to please the interviewer) or data RVed from the feedback package. Working as a team in a Class A session, the interviewer and source trainee combine their aptitudes (the interviewer with his directive, analytic skill and the trainee with his exploratory, perceptual ability) to report information of interest about the designated site.

5. (S/SK/WNINTEL) The three classes of RV training (A, B, and C) are interdependent. Each is designed to deal with separate learning requirements in the acquisition of RV skills. It must be remembered that the concept of classes herein applies to training. Operational application of RV requires its own unique, specifically designed feedback requirements and task dependent control of interviewer/source interaction. Trainee sources also require operational training beyond the narrow confines of the SRI-1 subcontractor modeled training program before they can be expected to produce dependable, timely intelligence information.

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